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# Junior High

# ETHICS

## Resource Package



ACCESS  
NETWORK



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JUNIOR HIGH ETHICS is a five-part television production. The order numbers and titles are:

BPN 2784 -03 Establishing the Challenge  
-04 Winning and Losing  
-05 Fairness and the Law  
-06 Messages in Media  
-07 Religion and Values

When ordering, please use the Basic Program (BPN), plus the program number(s) and title(s).

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## Background

The Junior High Ethics Resource package recognizes an increased emphasis on the ethical aspect of education, while reaffirming that the primary responsibility for the ethical education of young people still remains with the family, religious groups and the community.

The aim of Junior High Ethics is "to help students to become more thoughtful, to think of the interests of others, and to see the ethical implications in their daily lives."

## How Should This Resource Package Be Used?

1. To inform parents and other community members about Junior High Ethics, thereby encouraging a partnership which will aid the teaching of the course and benefit the community.
2. To inservice teachers of the ethics course.
3. To inform school administration and staff about the ethics course.
4. As a student resource.

## What Is in This Resource Package?

A teacher guide containing both general and specific suggestions to assist the teacher in making maximum use of the videotape material.

Five videotape programs, outlined below.

Program	Title	Target Audience	Time
1	Establishing the Challenge	students	15 min.
2	Winning and Losing	students	15 min.
3	Fairness and the Law	students	15 min.
4	Messages in Media	students	15 min.
5	Religion and Values	students	15 min.



The overall purpose of the student programs is to make the study of ethics as interesting, stimulating, rewarding and effective as possible.

Most junior high school students began their learning with preschool programs like Sesame Street and are attuned to the fast-paced approach and technological sophistication of today's media. They enjoy the stimulating, interactive kind of learning which this kind of programming provides and are comfortable with the speed of technology. You will find that these programs move very quickly from scene to scene, and include computer graphics, special sound and camera effects, and other devices to make the presentation as interesting and attention-getting as possible.

While the study of ethics should be taken seriously by the student, it should not become ponderous or overwhelming. The value of humor should not be overlooked. These programs are designed to help appeal to the young adolescent.

### **The "Restricted" Warning**

Each program carries a special notation, humourously worded, that appears on the screen along with the title of the program. This caveat emphasizes that the program has been developed especially for the junior high audience. For example, in Program Six, Messages in Media, the warning states: "Unsupervised use may be harmful to brain. Adults should not attempt to view without the assistance of a Junior High School Student."

### **Characters and Setting**

You will see numerous characters in this series; however four main characters appear in all of the student programs. They are Mickey, Lance, Jill and Wendy. These are very fluid characters who play different roles and interact in a variety of situations. For example, they portray students, reporters and television personalities. When these characters act the parts of students they represent any average young person. Students will identify with these characters who are faced with judgements and choices and struggle with making ethical decisions.

Also participating in the programs are actual students brought together to discuss issues or to be interviewed by one of the main characters.

The scenes in these programs are generally short and action moves quickly from one setting to another. Major settings include different areas of the Forest Park Junior High School, the rumpus room of one of the main characters, the mall where interviews are conducted, and the Ethics Network television studios.

Shows such as Let's Make a Choice, Video Hits, What Did You Say? and Newslane are used to introduce ethical issues. They present excellent opportunities to initiate classroom discussions.

## **PROGRAM ONE-**

### **Establishing the Challenge**

As Lance and Wendy view three situations on the ETV show called “Let’s Make a Choice” they find that they aren’t always in agreement when it comes to situations requiring ethical decision-making. For instance, “What is the right thing to do if you find an envelope full of money in the school hallway?”

A series of scenes in Program One introduce the themes of Programs Four to Seven. Lance misuses the power of the media by putting up posters which have a dishonest message. Later, he is questioned in a court of law about his actions. Mickey and Lance arm-wrestle in what Lance “thinks” is a fair competition. Becky reports that values often come from the history and tradition of religious communities.

Jill, an ETV reporter, identifies the challenge of ethics. She says, “When it gets difficult, it’s important to know what your values are, so you can make the right choice.” Later, she indicates that students have the ability and the responsibility to contribute to the community. She asks, “What are some of the ways that you can make a difference in the lives of others?”

### **Suggestions for Classroom Discussion and Activities**

#### **After viewing Program One**

1. Discuss with students the scenes from the video that they think relate to the various modules in the Junior High Ethics course.
2. Discuss the three situations (envelope of money, locker break-in, tape copying/exam cheating) presented in the “Let’s Make a Choice” segment of the program. Particular attention may be given to the third situation, as it presents a number of possible discussion questions, such as tape copying, cheating, peer pressure, and loyalty to a friend. General questions that you might ask with regard to all of these situations are:
  - What is happening in this situation?
  - Are there choices to be made?
  - What must be considered when making a choice?
  - What importance do values like honesty, fairness, and responsibility have in these situations?
3. Distribute copies of the lyrics (page 15) and discuss the messages that the lyrics communicate. Students may wish to review the song portion of the video.
4. Ask students why the warning: “Intended for adolescent audiences only” appears on the video.



## Suggested Optional Activities

1. Establish an ETV Network within the classroom. Have students carry out the reporting and hosting responsibilities of members of a television team, as well as play the roles of contestants and at-home viewers. Groups of students will be needed to participate in skits dramatizing conflict situations. Time can be set aside for this activity throughout the teaching of the Ethics course, as a vehicle for considering conflict situations presented in the various modules.
2. Develop a comic strip featuring Wendy, Lance, Mickey, Marla, Becky and Jill. This can be part of a larger publication, perhaps called *Ethics News*, and the comic strip could be given a variety of names, for example, "The Ethics Kids."
3. At the end of the course the class could produce an ETV special or a special publication of *Ethics News* for a wider audience—the school, parents, community, etc.
4. Provide a "Making-A-Difference" suggestion box for the classroom. To avoid embarrassment, suggestions should be anonymous. They could be used as the basis for choosing a school or community project.
5. Initiate "The Hot Line." Students can write letters posing ethical questions, or suggesting concerns or problems which are real or imagined but possible and well-intentioned. Other students can respond to the questions. This can be done on ETV or in another setting.
6. Begin making "profiles" of each of the main characters (Lance, Wendy, Jill and Mickey). These could be done on poster paper and displayed in the classroom. The profiles will help students identify with the characters and make them aware of the characters' attitudes, opinions and feelings.



## PROGRAM TWO-

### Winning and Losing

Lance starts his day feeling like a winner but when Wendy tells him that his snake-head sweatshirt is a geeky colour, he decides he's a loser. And that losing feeling won't go away as Lance tries singlehandedly, and to the disgust of his teammates, to prove he's a volleyball "hero."

Meanwhile, members of the Awards Committee are struggling with some tough questions—like, what's the difference between personal accomplishment and community service? Should student achievement awards be given out at all? Do they promote a sense of unhealthy competition? And guess who is one of the nominees put forward by the Awards Committee! It's Lance—the loser! How will Wendy vote? After all, Lance is her boyfriend. Is this situation really fair?

Program Two offers excellent opportunities for you to begin discussing winning and losing and how they affect our lives every day.

### Suggestions for Classroom Discussion and Activities

#### After viewing Program Two

1. Ask students to identify the two main story lines and decide what conflict or conflicts are involved in them.
2. Through small group discussion arrive at "profiles" (with respect to the subject of winning and losing) of the four main characters. To do this you might:
  - Break the class into small groups;
  - Assign one of the four main characters to each group;
  - Ask each group to brainstorm a list of the attitudes, feelings, opinions and ideas their character has on the subject of winning and losing, and transfer the list to a flip chart or piece of poster paper;
  - Using their brainstorming ideas, each group presents its analysis and description of the character to the large group, giving examples from the program to back up their statements;
  - Presentations should consider how the character sees others as well as self and how his or her actions are affected by attitudes, feelings, opinions and ideas about winning and losing.

*Note: If this activity was initiated with Program One simply extend it.*

3. In the video, Jill identifies for Mickey the differences between service and personal accomplishment (doing one's best). In a large group discuss the relationship of service and personal accomplishment to winning and losing.
4. In small groups, discuss the difficulty of choosing only one of the three nominees as the winner of the student achievement award.

5. As a large group, discuss the Hero Song (page 16).
  - What attitude toward winning is found in this song?
  - How does this attitude affect what happens in the volleyball game?
6. Discuss the lyrics of the Winning and Losing song (page 17). What messages does the song present about winning and losing?

#### **Suggested Optional Activities**

1. Have students debate the advantages and disadvantages of giving out student achievement awards in schools.
2. Have students make instant classroom displays by taking turns writing on poster paper a word or phrase under each of the following headings:
  - A WINNER IS SOMEONE WHO...
  - ONE OF MY HEROES IS...
  - HOW I WOULD FEEL IF I WERE GOOD
  - ENOUGH TO\_\_\_\_\_..

## **PROGRAM THREE-**

### **Fairness and the Law**

What's fair? It all depends on who's getting hurt, thinks Wendy. She doesn't see that stealing a Babie Boom Bar from an open locker is any big deal. But getting her bike trashed by somebody certainly is, especially since it results in the loss of her paper route.

Mickey's idea of a practical joke—tying Lance's sneaker laces together—earns Lance a sprained wrist. Lance doesn't think it's funny or fair but he thinks it's okay that he's able to use his sling to conceal the answers and get 98% on a test!

These situations and others featured on ETV's "All Hits Video Show" will start your students thinking and talking about why people treat each other unfairly, why there are different attitudes and opinions about fairness and what kinds of consequences result from unfair actions.

### **Suggestions for Classroom Discussion and Activities**

#### **After viewing Program Three**

1. Ask students to list scenes dealing with fairness issues which are presented on the "All Hits Video Show."
2. Break students into small groups to discuss one of the four situations featured on "All Hits Video."
  - Mickey, Lance and Wendy: THAT'S NOT FUNNY, THAT'S MY ELBOW
  - Wendy: AFTERSHOCK (Twisted Steel Label)
  - Lance and the Hand: DON'T HIT A GUY WITH GLASSES (Unfair Advantage Productions)
  - Wendy and the Empty: SORRY - DIDN'T MEAN TO BE UN-KIND (Restitution Records)

#### **In discussion, groups might consider the following:**

- What does the name "All Hits Video Show" signify?
- What unfair action is occurring here?
- What are the consequences of the action to the victim, the offender, others?
- What consequences might have resulted from the action?
- How does the original unfair action affect events which follow?

#### **Groups might report the results of their discussion back to the class using creative formats such as:**

- A radio, television or newspaper review of the video hit.
  - A news report about the unfair action.
  - A conversation between students (gossip type) about the event.
3. Provide students with the words to the song (page 18) and discuss what messages the song communicates about fairness and the law.



4. Discuss with students the situations requiring fair judgements presented in the “You Be the Judge” segment of Program Three. Questions you might ask are:
  - What wrong action is occurring?
  - Who is being affected?
  - What alternatives are available to the judge?
  - What decision would you make if you were the judge?

### **Suggested Optional Activity**

1. Ask students to brainstorm the attitudes and opinions of each of the characters towards the value of fairness and consider how these change during the program depending on the situation. On pieces of poster paper, groups make “profiles” of the feelings and attitudes of each character about the value of fairness. If you have initiated it in a previous lesson simply continue the project.

## **PROGRAM FOUR-**

### **Messages in Media**

In Program Four, Jill, the host of “What Did You Say?”, comments on messages in the media. A car salesman takes advantage of people’s needs to be liked and accepted. Mickey squirms under the critical scrutiny of his label-conscious friends, who discover that he’s wearing “gross” Bat Nose socks. Mickey overhears Marla and Jill talking about a soap opera. He believes the story to be true and then unwittingly stirs up trouble because he assumes that the Lance they mention is his friend Lance.

By the end of Program Four, students will be aware of the power of the media and some of the techniques used to influence audiences.

### **Suggestions for Classroom Discussion and Activities**

#### **After viewing Program Four**

1. Ask students to look for examples of the effects of media messages presented in the “What Did You Say?” scenes of this program.
2. Discuss the scenes which feature:
  - Mickey, the used car salesman
  - Jill, Marla and Mickey, discussing clothing labels.
3. Discuss the messages communicated about media in the lyrics on page 19.
4. Have the students list the types of media seen in Program Four.
5. Have the students discuss in small groups:
  - What are some reasons for confusions or misunderstandings that arise out of messages in the media?
  - In what ways may media contribute to unrealistic ideas, feelings or goals?
  - Why is it our responsibility to be critical of the messages we find in the media?

### **Suggested Optional Activities**

1. Have students research the effects of Orson Welles’ “War of the Worlds” on those who heard the broadcast. Discuss with students their opinions about what the reaction today would be to a television or radio broadcast of this sort.
2. On poster paper, students create “profiles” of the four main characters in the program, describing each character’s opinions, attitudes and feelings about the media, as well as how each character is influenced or affected by the media. If this project has already been initiated, simply continue.
3. Students choose a form of media, then compose an advertisement promoting Junior High Ethics to be presented through that media. The purpose of the advertisement should be to convince other students to enroll in the course. The advertisement should meet standards of honesty and responsibility. Students can present their advertisement to the rest of the class.

## PROGRAM FIVE-

### Religion and Values

Krupad, an alien from the planet Garf, creates quite a stir when he arrives on Earth on a fact-finding mission. He has come to learn about religion and the part it plays in the lives of humans. His enthusiasm for his subject motivates others to explore and learn along with him.

In Program Five, you will see discussions which involve students from different religious groups and center on diverse and common elements of faith. Other scenes highlight religious celebrations and expressions of reverence. These scenes are intended to encourage appreciation of religious belief as important, rewarding and necessary to the lives of many individuals and communities.

Krupad's objective and unbiased perspective and his curiosity can be used as a model to encourage tolerance and respect as well as willingness on students' parts to begin learning about religion and values.

*Note:*

*It is essential to preview Program 5 keeping in mind the attitudes of your community regarding religion and religious values.*

### Suggestions for Classroom Discussion and Activities

#### After viewing Program Five

1. In small groups, consider the ideas, opinions and information exchanged during the discussions in Program Five. Members of each group discuss what they learned from the program. Presentations to the class could be in the form of a news report, a documentary, a panel presentation, etc. Some possible discussion topics:
  - Reasons why religious beliefs are important to members of the religious group.
  - How religions affect the way people live their lives (i.e., their ethical attitudes and beliefs).
  - How religions contribute to a sense of belonging.
  - Why there is sometimes prejudice and discrimination toward religious groups.
  - Why the values of tolerance and respect are important to religion.
  - What kind of direction religion gives to people and why it is needed.
2. Provide students with the lyrics to the song (page 20) and discuss what messages about religion and values are communicated in them.

### Suggested Optional Activity

1. In groups or individually, students imagine that they are Krupad. They have finished their research about the importance of religions on Earth and must now report back to their home planet of Garf. What will they include in their report?



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# **Teacher Resource Materials**

## **Song Lyrics**

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## **Program One - Establishing the Challenge**

Now this is a story  
About right and wrong  
If you listen real close  
Before too long  
You'll start to chose  
What's right for you  
Yes, you'll start to chose  
What's right for you  
You know you've got to chose  
What's right for you  
Cause the bad makes you sad  
Can't make you glad  
But the right makes you bright  
Makes you feel all right,  
You can check it on the TV,  
You can check it in your home,  
You can check it on the highway  
When you start to roam.  
You can check it with your family,  
You can check it with your friends  
You can check it at a party  
When the daylight ends —  
Everybody got a way of  
Doing right and wrong  
And if you chose what's right  
Before too long  
You feel better.  
Un-huh, listen close,  
You feel better.  
Ethics, ethics,  
You got to make a choice.  
Ethics, (I mean it)  
Got to find your own voice.  
Ethics, (believe me)  
If life is confusing  
Then you need a way of choosing  
Sort the wrong from the right  
Sort the dark from the light  
Sort the good from the bad  
Sort the happy from the sad  
And that's ethics  
Oh, yes, that's ethics  
Check it out!  
Check it out!  
Check it out!  
Uh-huh!



## The Hero Song

You know I'm a hero  
Wo-o yeah, that's true.  
When I get to workin'  
Ain't nothin' I can't do.  
I can leap the tallest building,  
I can swim the widest sea.  
I can climb the highest mountain  
And bring my sugar home for tea.

Better step aside,  
I'm comin' on through  
Better run and hide  
'Cause I believe that I can do  
Without you, yeah,  
I'm a hero, babe,  
And I believe that I can do  
Without you...

## Program Two - Winning and Losing

You think you're a winner  
And that could be true —  
You got something inside  
Can make a winner out of you.  
We've all got that  
But what happens when  
Your best falls flat  
And you're a loser again?  
There's the start line,  
Finish line and competition,  
And people with elbows  
Tryin' to jockey for position.  
You got first place,  
Second place  
And last place, too.  
You don't want to lose face  
So what you going to do?  
Do you shift your gears  
And step on the gas?  
Shoot past your peers  
To the top of the class?  
Or do you say to your soul  
Give up, fall down?  
Dig a little black hole  
And live underground?  
Well, you could join hands  
And co-operate  
You might not win but you  
Will feel great  
If you and your friends  
Just work together  
'Cause one way to win is  
To help each other.  
Ethics, ethics,  
You got to make a choice  
Ethics, (I mean it)  
Got to find your own voice.  
Ethics (believe me)  
If life is confusing  
Then you need a way of choosing  
Sort the wrong from the right  
Sort the dark from the light  
Sort the good from the bad  
Sort the happy from the sad  
And that's ethics  
Oh, yes, that's ethics  
Check it out!  
Check it out!  
Check it out!  
Uh-huh!

### Program Three - Fairness and the Law

Hey you standing there.  
You say it's just not fair  
You say there oughta be a law  
Was that a criminal you saw?  
But don't you get up tight  
Everybody's got a right  
To be treated fairly  
And dealt with squarely  
You can call it justice  
Or call it fairness  
It all depends on our awareness  
Of a thing called the law  
And our ability to draw  
Just the right conclusions,  
(Don't you get in no confusions)  
Over acting right and acting wrong  
Now that's my story, and  
That's my song  
About ethics.  
Ethics, ethics,  
You got to make a choice  
Ethics, (I mean it)  
Got to find your own voice.  
Ethics, (believe me)  
If life is confusing  
Then you need a way of choosing  
Sort the wrong from the right  
Sort the dark from the light  
Sort the good from the bad  
Sort the happy from the sad  
And that's ethics  
Check it out!  
Check it out!  
Check it out!  
Uh-huh!



## Program Four - Messages in Media

Some folks say "buy"  
And some just want your money  
And other folks will try  
To make you think they're funny  
When they give you their opinion  
In the Media  
I said, what is your opinion  
Of the media?  
Do you think it's on the level?  
Do you think it's really fair?  
Do you think the ads are clever?  
Are you getting anywhere  
In all this media?  
In all this media?  
In all this media?  
You got billboard signs  
About the right shampoo,  
You got CD's and video  
And movies every week,  
You got junk food wrappers  
And machines that speak,  
Toothpaste boxes and magazines  
And TV shows about exotic cuisines.  
They all got something  
To say to you  
Want to give you information,  
Want to change what you do  
But can you listen to  
These voices reliably?  
Can you make the right choices  
When you watch TV?  
It may sound simple  
But don't be fooled  
You got to check these voices  
With the ethical rule.  
Ethics,ethics,  
You got to make a choice.  
Ethics,(I mean it)  
Got to find your own voice.  
Ethics,(believe me)  
If life is confusing  
Then you need a way of choosing  
Sort the wrong from the right  
Sort the dark from the light  
Sort the good from the bad  
Sort the happy from the sad  
And that's ethics  
Oh, yes, that's ethics  
Check it out!  
Check it out!  
Check it out!  
Uh-huh!

## Program Five - Religion and Values

Some folks say Allah  
And some say God.  
Some say Brahma.  
Do you find it odd  
When someone has  
A different faith from you?  
We follow different paths;  
Are you a Christian or a Jew?  
Muslim? Hindu? Buddhist or Jain?  
To understand this view  
Please try again,  
Because each religion's  
Got something to say.  
It's got a holy place,  
It's got a way to pray  
It's got a way to make  
The diversity  
Of the human race  
Into community.  
So if someone's got  
A different faith from you  
There's no need to fight,  
To dispute and argue.  
It will be all right  
If you tolerate  
Each other's beliefs  
Each other's faiths.  
Because religion is a way  
To teach you right and wrong.  
And if you choose what's right  
And do what you should do  
You feel better.  
Un-huh, listen close,  
You feel better.  
Ethics,ethics,  
You got to make a choice.  
Ethics, (I mean it)  
Got to find your own voice.  
Ethics, (believe me)  
If life is confusing  
Then you need a way of choosing  
Sort the wrong from the right  
Sort the dark from the light  
Sort the good from the bad  
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